DOCUMENT RESUME

ED 085 018 HE 004 912

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TITLE Faculty Attitudes Towards the Administration.
PUB DATE Apr 73
NOTE 35p.; Paper prepared for the American Council on Education Academic Administration Internship Program

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Administrative Policy; *College Faculty; College Planning; *Educational Administration; Educational Objectives; *Higher Education; Institutional Role; Resource Allocations; Teacher Administrator Relationship; *Teacher Attitudes

ABSTRACT

This report studies faculty attitudes toward the administration in a university during the 1970s. Questionnaires were sent to all faculty members of a large university. A 40% response emphasized the concern over: ten "most important" faculty goals, ten "most important" administration goals, resource allocation, institutional goals, and institutional planning. (MJM)

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FACULTY ATTITUDES TOWARDS THE ADMINISTRATION

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American Council on Education

Academic Administration Internship Program

April 1973

HE 004 912

Introduction

The issue of perceptions of governance in academic institutions has long held the attention of all concerned with higher education, and in this regard the attitude of faculty members towards administrators is of prime importance. During the 1950's and 1960's, in particular, many writers considered the causes of conflict and tension in faculty-administration decision-making relationships, even to the extent of describing the situation as a cold war. Real circumstances are often far from the ideal as represented by Committee T of AAUP in which the faculty is regarded as having the primary responsibility for institutional policy, with the role of the administrator being that of implementing such policy[1].

To many laymen, the concept of faculty and administrators being in ~~advisory~~ adversary roles is often difficult to comprehend, given that most top university administrators were originally faculty members and many still hold academic rank. Tradition demands that decisions should have, or appear to have, the support of the entire university community after full and open discussion. In fact, of course, a common background is not sufficient to prevent divisions between the faculty and administration.

The extremes of view may be represented by that of a former university president who is quoted as believing that a major university could perform better at half the cost if the president had a free hand[2],

and that of the President of the University of Michigan who does not consider there to be any fundamental difference between administrators and faculty[3]:

> I have never accepted the proposition that there is a real difference between those of us who are professors momentarily assigned to full-time administration and those of us who are professors momentarily assigned to full-time teaching or research. Because they spend all their time on administration, professors who are assigned to administrative positions are naturally more fully informed. They want and need the advice and counsel of their colleagues who are not spending large amounts of time on administrative matters. This is difficult to arrange because the amount of work which one must do to be sufficiently well informed to deal with complex administrative problems is substantial and tends to impinge unduly on the time which any full-time academician can devote to it. Yet we must learn to square that circle. . . .

Clark Kerr[4] has recently identified five stages in the evolution of the administration of higher education in the United States. The first stage was from colonial times until the Civil War period and was represented by the church-dominated board and a minister as president. The second stage, from approximately 1870 to the end of World War I was the age of the great presidential leaders, e.g. Eliot at Harvard, Harper at Chicago, who served for long terms (as much as 40 years).

From 1918 to the end of World War II the faculty gained greater authority, the AAUP was organized, and the administrators generally assumed a lower profile.

The fourth stage, from the end of World War II to the end of the 1960's, is one with which many of today's faculty and administrators are

familiar. This was a period of unprecedented expansion in all areas of higher education. Enrollments increased by 200%; federal funds for scientific research grew from less than $100 million to $1.5 billion; teachers colleges became four-year colleges of Arts and Science, with many offering the Master's degree: hundreds of two-year colleges were founded. Truly, higher education became big business in every sense of the word and administrators in this period were primarily executors of growth.

Higher education is now entering its fifth period, which will be dramatically different from the previous one. There will be very little overall growth and change, and conflict will be evident in all areas. The concepts of life-time learning and non-traditional forms of education will be prevalent. Perhaps one telling aspect of the change is the fact that the term "higher education" has now been replaced by "post-secondary education," in federal and state deliberations on financing education.

A detailed sociological study by Gross[5] considers the usefulness of a formal organizational model in studying the structure of universities. The study covered the goals of faculty and administrators and their relation to the power structure. It was based on replies to a questionnaire sent to over 15,000 persons at 68 major universities.

There was a general consensus on the part of both groups of respondents (faculty and administrators) as to what the goals are and what they should be. The highest, both in the "is" and "should be"

categories, was protecting the faculty's right to academic freedom, although this was emphasized more at private than at public universities. A high proportion of the goals were significantly related to prestige and Gross considers that this factor may be the one thing that distinguishes universities from other kinds of organizations.

Two important recent studies concerning the faculty-administration role in decision-making are those of Dykes[6] and Darnton[7]. Darnton reviewed two institutions. In one, the administrative appointments were viewed as part-time and appointees were expected to maintain their faculty roles as teachers and scholars. In the other, while the faculty activities of the administrators were not discouraged, neither were they expected. Not unexpectedly, there was a much closer identity between administrators and faculty at the former institution than at the latter.

The study by Dykes[6], carried out in 1967, was extremely timely and was one of the first systematic inquiries into the various aspects of faculty participation in academic decision-making at a large university.

Among the more significant of Dykes' findings was an ambivalence in faculty attitudes in that they felt the necessity for a strong, active and influential role in decision-making, but a reluctance to assume the burden of guiding institutional affairs or donating the necessary time to it. These was a somewhat naive type of nostalgia for an idealized "town meeting" form of university governance, a direct democracy concept which is no longer viable.

Other findings in Dykes' study included the feeling on the part of faculty members that an increase in administrative power automatically results in a decrease in faculty power. However, faculty and administrative power cannot be divorced from each other and, given the nature of large university systems, it is possible for both groups to increase their power simultaneously. In general, Dykes found a widespread sense of suspicion and distrust on the part of the faculty towards the administration, and also among faculty members themselves. A greater measure of the blame for this situation was placed on the administration, for it is they who largely controlled the systems of communication on the campus. However, the faculty also shared in the responsibility for this state of affairs, as Dykes' study found many faculty members who proudly proclaimed their lack of participation in faculty meetings and the information dissemination processes.

Some authors consider that faculty participation in the day-to-day administration of a university is just not possible. After four years as a department chairman in a "big, four-year, public, liberal arts commuter college," Edwards wrote[8]:

> But I am disillusioned. I went in thinking the faculty should have a greater role in running the academy; I left thinking the opposite. My stint as department chairman convinced me our present system of academic governance is unworkable. By academic governance I mean the ways faculty participate in the day-to-day administration of a college, especially the ways in which it gives advice and makes recommendations concerning the privilege and preferment of its own members. These ways subvert true and worthy academic purposes.

The studies of Dykes and others were made in the middle and late 1960's, a period of ever-expanding budgets and enrollments in institutions of higher learning. That era is now definitely over, and many consider, with Cheit, that we are entering a "new depression in higher education."[9, 10] The projected increases in enrollments are not materializing.[11]

It was thus felt timely and important to make a study of faculty attitudes towards the administration in a university in the 1970's, which will be a period of increasing emphasis on faculty productivity and a surplus of qualified faculty in almost all fields. Cartter considers that because of this surplus "we are experiencing one of the most radical changes in the condition of higher education which has ever occurred, and it will have a major impact on the whole academic world."[12] However, as Cartter himself noted, the projections are based on a continuation of the types of employment for Ph.D's that have been traditional in the past.

Operation

The present study was made at a large state university in the West during January and February 1973. This particular university, in addition to encountering the current conditions of a national fiscal squeeze on higher education is also constrained by an enrollment which for three years had slightly declined, instead of the projected continuing increase. This is causing particularly critical decisions to be made regarding the allocation of resources.

The study was made by means of a questionnaire sent to all regular full-time faculty members, supplemented by personal interviews with a small sample. The questionnaire was constructed with the aid of persons in the Sociology and Education Departments who were experienced with this means of opinion sampling, and was distributed with the backing of the Academic Senate leadership. All responses were, of course, completely anonymous. Apart from questions designating the status of the respondent, most of the remainder consisted of those of the type in which a statement was made and the respondent circled a number (from 1 to 7) corresponding to his view of that statement, ranging from one of essentially complete agreement to one of essentially conplete disagreement. There were also five opportunities for the respondent to answer questions and make comments in their own words on matters such as faculty and administration goals and general campus affairs.

A total of 532 copies of the questionnaire were distributed to all members of the Academic Senate, with 211 (40%) being returned. This was considered to be a higher than average rate of response to a questionnaire type survey, which was, of course, on a subject of direct interest to the faculty--their own jobs. Responses were received from all segments of the faculty with no particular group being grossly misrepresented. Figure 1 shows the number of respondents in terms of years of service on this campus, compared to the total faculty. It may be seen that the respondent rate approximately parallels the total faculty in years of service.

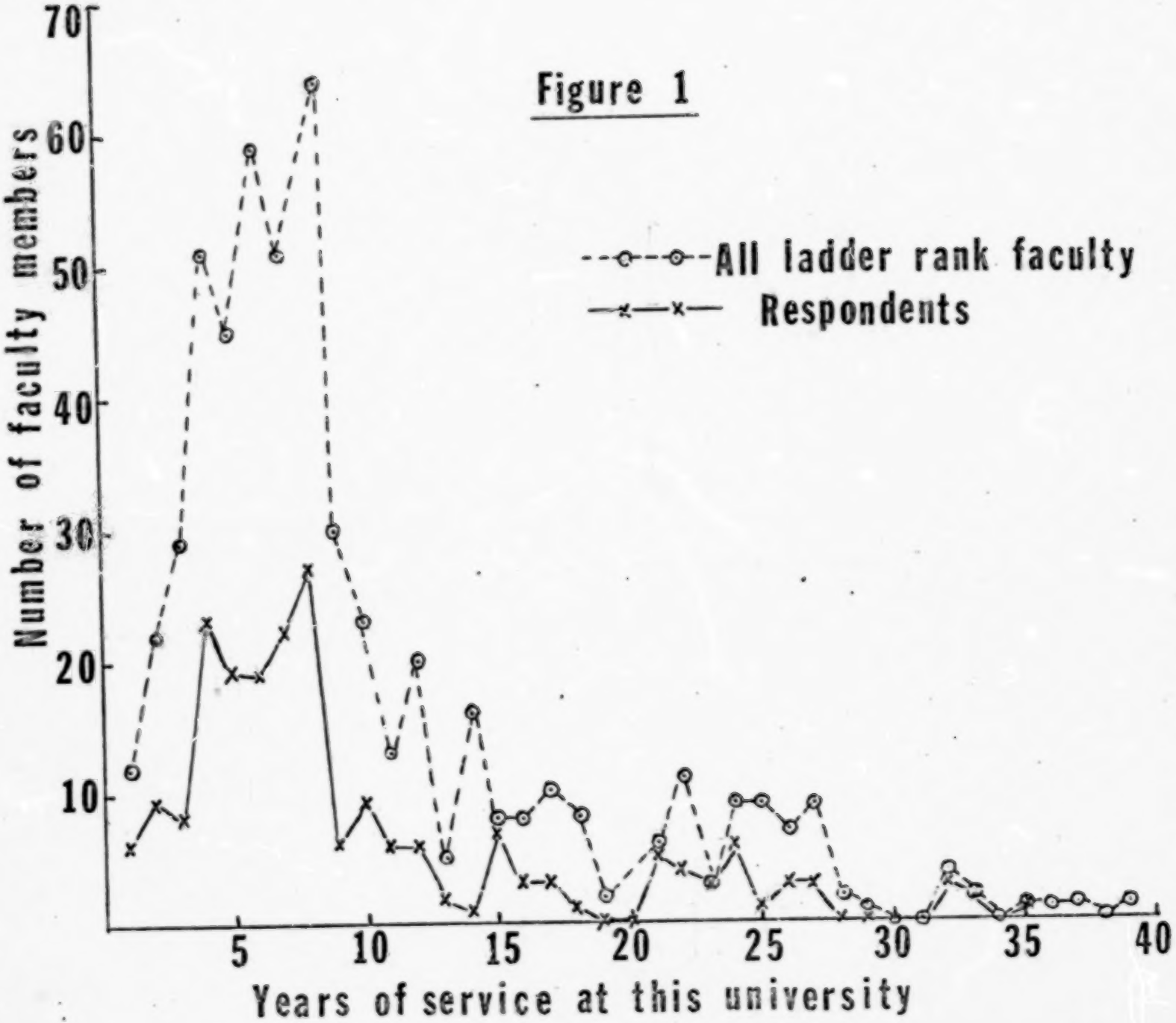
Figure 1
All ladder rank faculty
Respondents
Number of faculty members
70
60
50
40
30
20
10
5
10
15
20
25
30
35
40
Years of service at this university

In terms of rank a comparison between respondents and total faculty is shown in Table I:

Table I

Rank	Total Faculty		Respondents	
	No.	%	No.	%
Lecturer	11	2.0	6	2.9
Assistant Professor	169	31.4	48	23.1
Associate Professor	142	26.5	50	24.0
Professor	216	40.1	104	50.0

Table I shows that full professors were overrepresented in the replies received, and that assistant professors were underrepresented. This is not surprising since most full professors will have been on the campus longer and presumably have a greater commitment to the institution. They would thus be more likely to take the trouble to answer the questionnaire.

However, in order to compensate for any bias due to this over-representation of full professors and underrepresentation of assistant professors the results of this survey have been weighted to reflect the actual composition of the faculty in terms of rank.

Results

There was a good response to the questionnaire from those faculty involved in the affairs of the Academic Senate. Twenty-four percent of

the respondents were currently members of the Faculty Legislature. Table II shows the numbers of responses from members (current or past) of four of the key standing committees of the Academic Senate.

Table II

Committee Membership

Academic Personnel	19	(9%)
Budget Review	11	(6%)
Educational Policy	26	(13%)
Privilege and Tenure	16	(8%)

There was some evidence that the same group of faculty tended to get elected to the standing committees of the Senate. For instance, 77% of those who had served on the Privilege and Tenure committee had also served on the Educational Policy committee.

Thirty-three percent of the respondents were, or had been, department chairmen, reflecting the greater interest and awareness of the groups of faculty towards administrative affairs, compared to the faculty as a whole. Fourteen percent of the respondents had been an administrator at the level of associate dean or above and the great majority of these had served in a part-time capacity, combining their administrative duties with a reduced teaching load.

The attitude of these administrators towards the campus administration changed somewhat towards a more negative view as a result of their experience in an administrative capacity. Of this group of respondents, the attitudes before and after serving are shown in Table III:

Table III

Attitudes of Faculty Before and After Serving in an Administrative Capacity (Associate Dean or Higher)

	Positive	Neutral	Negative
Before	21 (55%)	16 (41%)	2 (1%)
After	22 (57%)	4 (10%)	16 (41%)

The percentages in this table and all others in this report refer to the percentage of persons answering that particular question. Thus for two different questions the same absolute numbers may represent different percentages because a different total number of persons chose to answer these two questions.

Table III shows that after the experience of being an administrator most persons were able to express their feelings one way or the other and the number of neutral replied dropped significantly, and a shift toward a negative viewpoint may be seen. Presumably very few faculty members would even take on an administrative assignment if they had strong negative

feelings before serving and this would account for the very low number of negative attitudes in that category. Those respondents to this question whose attitudes were more negative after serving gave a lack of satisfaction as their main reason. The reasons given by those whose attitude was more positive were a greater knowledge and understanding of the administrative process and a general satisfaction in the position.

In response to a question asking whether faculty members would be interested in serving in an administrative capacity, if the opportunity arose, 57 (30%) replied that they would be interested, with 14% being "very interested." The stated reasons for this interest ranged from a feeling that the person had administrative ability and could contribute in this way to the university life, to a sense of challenge and a duty to serve if needed. Other reasons included a desire to learn how the administration operates and a sense that in administration lies the source of power and financial opportunity.

Thus there seems to be a sizeable number of faculty members who feel that they could usefully serve the university in an administrative capacity. While all of these persons would probably not be suitable it would seem to be helpful if they could be identified for future consideration. Not unexpectedly, the majority of faculty members answering this question, 70% were either neutral or not interested in serving in an administrative position, the main reasons by far being

that "it is not my bag" and "I prefer teaching and research." There was no significant correlation between a respondent's rank or number of years as a faculty member and his interest or disinterest in serving in the administration.

Correlations

Pearson product moment correlation coefficients[13] were run between all the variables represented in the replies to the questionnaire, and those relations which showed a significance level of 0.05 or less and a correlation coefficient of 0.30 or greater, were studied further. A significance level of 0.05 or less means that a given observed correlation has only a 5 in 100 chance, or less, of being random. The correlation coefficient is a measure of the strength of the correlation and the larger this is (with a maximum value of 1.0) the greater the probability that the two variables in question will move in the same direction, or in opposite directions if there is a negative correlation. An example of the use of cross-tabulation of the data found in response to the questionnaire is shown in Appendix I.

Goals of Administration and Faculty

Half of the respondents perceived the goals of the faculty to be different, with 18% being not sure and 32% perceiving no difference in goals. Thirty-nine percent felt that such a difference was inevitable at a large institution such as this. However, different groups of

respondents had a difference of response to this question. Of those who had served in an administrative capacity 19 (75%) felt that a difference was inevitable, whereas 69 (50%) of those who had not served felt that a difference was not inevitable. This perception of an inevitable difference is even greater amongst those administrators who expressed a positive feeling after serving in the administration, with 88% of such people expressing this view.

A somewhat more subjective view of the university was obtained by asking the respondents to list what they considered the three most important goals of the faculty, and of the administration, to be. For this question and subsequent ones discussed in this report "The Administration" was defined as the Chancellor, the Vice Chancellors, and their staffs. The answers to this type of question are always difficult to analyze because the same expressions mean different things to different people, but general categories of replies may be ranked in order. It is important to note that these replies were what the respondents perceived the goals of the faculty and administration to be, not what they should be.

The ranking of the 10 faculty goals most often cited was as shown in Table IV:

Table IV

Most Important Faculty Goals

1. Quality of teaching
2. Quality of research
3. Professional advancement and growth
4. Financial growth and prestige
5. Advancing knowledge
6. Maintenance of academic freedom
7. Producing first-rate students
8. Community service
9. Counseling students
10. Attracting good students to the university

A general trend from discipline-oriented concerns, to personal concerns, to student and university concerns may be detected in this ranking.

Of the goals listed in Table IV the first two items were cited more than four times as often as the next most frequently mentioned goal, professional advancement.

The 10 most frequently cited responses to the faculty's consideration of the three most important goals of the administration are shown:

Table V

Most Important Administration Goals

1. Budget; providing resources, adapting to fiscal restraints
2. Attracting students, growth of enrollment
3. Maintaining a good reputation for the University; public relations
4. Balancing pressures from within and without the University.
5. Self-preservation
6. Quality of teaching and research
7. Maintaining power
8. Physical plant
9. Maintaining good relations with the Regents of the University
10. Pacification of the students

The first five goals on the list in Table V were cited with approximately equal frequency, and much more so than the remaining goals.

Some interesting comparisons may be made between Tables IV and V. For instance, after the last few years experience on this campus the faculty is well aware of the fact that the key to the future growth and the viability of programs lies in maintaining a sufficient student enrollment to justify the present student/faculty ratio. However, this is seen to be largely the administration's responsibility and ranks very low on the list of faculty goals. A few respondents, in their general written comments, make the point that the University should be allowed to shrink in size, if necessary, if there are not sufficient capable students to justify all the programs. (Though none felt constrained to identify exactly which departments or programs should be allowed to decline.)

The issue of academic freedom does not rank very high in the faculty goals, suggesting that the faculty does not feel particularly threatened in this area. This contrasts with the findings of Gross's survey[5] which gave academic freedom as the priority goal in both the "is" and "should be" categories of the goals of American universities.

In early 1972 this institution, along with many others, participated in an institutional goals survey, developed by the Educational Testing Service, which may be compared, in some aspects, with this report although it should be noted that the perceptions of all respondents are grouped together. Of the 256 respondents for this campus 72 were faculty, 91 undergraduate students, 50 graduate students, and 41 residents of nearby communities. The results showed a perceived disparity between actual and preferred goals.

The respondents to the ETS survey perceived the first campus goal to be research, but felt that research should be ranked 10th in the goals order. "Community concerns," which were defined as the maintenance of a climate of mutual trust and respect between faculty, students and administrators, and faculty commitment to the goals and well-being of the institution as well as to professional careers, ranked 9th in priority at the present time, but the respondents felt that this should be the goal of first priority.

A very brief condensation of the results of the ETS survey, for this campus, is shown in Table VI:

Table VI

Educational Testing Service Survey

Institutional Goals

	"Is"	"Should be" rank
1	Research	10
2	Academic Development	9
3	Advanced Training	5
4	Accountability/Efficiency	17
5	Academic Freedom	4

	"Should be"	"Is" rank
1	Community Concerns	9
2	Intellectual Orientation	7
3	Intellectual/Aesthetic environment	6
4	Academic Freedom	5
5	Advanced Training	3

To return to the results of this survey:

In a reflection of the national trend towards a rediscovery of the role of universities in general concerning the education of undergraduates, and a redefining of the teaching role vis-a-vis the research role; most faculty members felt that a larger proportion of resources should be devoted to undergraduate education and that research played too large a part in the reward structure for faculty members.

The responses to the question "The University administration gives undue emphasis to research in the reward structure for the faculty" are shown in Table VII:

Table VII

Emphasis on Research in the Reward Structure

Too Much	About Right	Too Little
103 (51%)	69 (34%)	30 (15%)

Table VIII shows the results to questions concerning the proportion of monetary resources devoted to undergraduate education:

Table VIII

Proportion of Resources Devoted to Undergraduate Education

Too Large	About Right	Too Little
25 (14%)	75 (41%)	82 (45%)

These questions were not unconnected in the respondents attitudes and there was a strong correlation between the two. Sixty-five percent of those who felt that too little was being spent on undergraduate education also felt that there was too much emphasis on research in the reward system.

Several respondents wrote on their questionnaire at this point that they felt that the question should have been concerned with too much emphasis on publications, rather than research.

These general attitudes concerning emphasis on research and on undergraduate education were not confined to any particular group of faculty. However, they were stronger in that group of faculty which had served in some administrative capacity. In this group, of those who had a more negative view of administration after serving, 80% felt that too few resources were devoted to undergraduate education, compared to 45% of the total sample. Of those whose attitudes towards administration was more positive after serving, 45% felt that too few resources were devoted to undergraduate education (the same as the total sample) and 21%, too much.

In a period of constant or declining enrollments and overall budgets the question of the allocation, or reallocation, of available resources is of vital importance. For the statewide system of which this campus is a unit there has been a 19% decline in real support dollars per full-time student, and a 21% decline in the faculty/student ratio during the past seven years. The perceptions of the faculty towards this subject was sought when they were asked whether the campus administration had complemented any necessary budget revisions in a manner which was generally beneficial to this campus. The results are shown in Table IX:

Table IX

Administrative Manner of Necessary Budget Revisions	
Beneficial to the campus	65 (37%)
Neutral	39 (22%)
Not beneficial	73 (41%)

The faculty appears to be fairly evenly divided among the three opinions, but this is definitely not the case among those who have had administrative experience and presumably have also been directly involved in such budget revisions. Of this group of persons 60% felt that the budget revisions were made in a beneficial manner. Twenty-two percent were neutral and 18% felt they had not been beneficial. An even greater majority, 85%, of those who had a positive attitude towards administration after serving also felt that budget revisions were made in a beneficial manner.

Of those who were or had been a department chairman, 55% considered that budget revisions were made in a beneficial manner compared with 44% of those who had never been a chairman. Seventeen percent of the chairmen did not think that the budget revisions were beneficial compared to non-chairmen.

There may have been an unconscious desire on the part of the faculty to shift the blame for any deficiencies away from the local campus administration to a more distant source, perhaps because a large majority of the respondents (88%) had a personal acquaintance with one of the top campus administrators (Chancellor, one of the Vice Chancellors, or academic Dean). As many as 75% of the faculty members with less than 5 years service on the campus were personally acquainted with a top administrator and naturally this percentage rose with length of service.

A majority of the faculty felt that the local campus administration was unduly hampered by statewide University policies which may not be applicable to the local situation (Table X) and a majority also felt that the local administrator had fought vigorously to uphold funds and resources for the campus (Table XI).

Table X

The campus administration is unduly hampered by statewide University policies which may not be applicable to the local situation.

Agree	117 (66%)
Neutral	32 (18%)
Disagree	27 (16%)

Table XI

The local administration has fought vigorously to uphold funding and resources for the campus.

Agree	92 (51%)
Neutral	22 (12%)
Disagree	66 (37%)

An ambivalence was shown between the attitudes experienced in Tables X and XI and a negative attitude towards general confidence in the administration in its initiative in long-range planning. Most faculty members felt that the campus administration has not provided initiative in leadership for long-range planning (Table XII) and a majority of those who had been on campus for more than four years had less general confidence in the administration than they had four years ago, as shown in Table XIII:

Table XII

The local administration usually provides initiative in leadership for long-range planning.

Agree	52 (27%)
Neutral	27 (14%)
Disagree	112 (59%)

Table XIII

General confidence in the administration compared to four years ago.

More	37 (22%)
About the same	34 (20%)
Less	99 (58%)

As might be expected, there was a significant correlation between these two variables. Seventy-two percent of those with less confidence did not feel that leadership had been provided, whereas 55% of those with more confidence did perceive strong leadership. Also 50% of those who now had less confidence in the administration also felt that it had not fought vigorously for funding. Conversely, 75% of those who now had greater confidence in the administration thought that it had fought vigorously for funding.

The attitudes expressed by the total sample of respondents in Tables XII and XIII arise from many different sources, many of which would be very difficult to identify. Among them though, would probably be the fiscal cut-backs referred to previously and severe student disruptions on the campus during the early part of the four-year period in question. A sense of disillusionment may also be present. In the late 1960's the general master plan for this campus envisioned a dramatic increase in enrollment and a number of professional graduate schools by 1980. This plan has now been revised downwards, particularly in the area of student enrollment.

Although the perceptions in Tables XII and XIII are perfectly valid, they do represent the views of many who would not have the knowledge to make an objective judgment. Among those persons with some involvement in the planning process, either through membership on significant committees or administrative experience, a more generally positive attitude or at least a general empathy, prevails.

For example, 64% of those who have been members of the Senate Budget Review committee felt that the administration had provided leadership, compared to 27% of the general sample. Another indication of this is the fact that 56% of those who had a more positive attitude towards administration after serving in that capacity felt that there was initiative in leadership among the top administrators, and 22% of this group perceived little or no leadership.

The final section of the questionnaire allowed space for the faculty members to state any general opinion they felt might be appropriate to the survey. Approximately 25% chose to make some further written comment. It is only possible to review a small number of these comments, but in general the majority may be described as being of constructive criticism and a realization of the enormous problems and pressures facing university administrators. Many respondents tended to take the view that faculty and administrative functions are so different that a dichotomy between the two was to be expected.

> "The administration and faculty of any university are--at best--friendly enemies. To the extent that a professor becomes involved in administration, to that extent he becomes a bureaucrat and businessman. The administration of an ideal university should be composed of a few clerks--a very minor operation. All this, however, is wishful thinking."

> "Administrators seek entirely different rewards than research-oriented faculty. When the climate is pro-research, they support it. Under pressure for more emphasis on teaching, they become "educators." I can't blame them. They do a pretty good job in spite of it all."

> "In my view the administration has many genuine strengths and some glaring weaknesses. The Chancellor has been quite effective overall, in what must be a horrible pressure job. He catches a lot of criticism from faculty, students, public, but most is unfounded or derived from general unhappiness and/or misinformation."

> "I am basically a "company man" in that I generally support the stated dual mission of the university (teaching and research) and believe all--or nearly all--staff members should engage in both. Though I do not always approve of administrative decisions, I recognize the difficulties administrators face in trying to satisfy their many publics. I am not scornful of administrators, but I prefer not to be one."

Some faculty made the point that the faculty members themselves had not provided sufficient input to the administrative process:

> "Unfortunately, the faculty has not done its job in leading the University and the administration has stepped into the vacuum. The faculty hasbeen involved too much with itself as individuals and has not exercised its privileges of direction of policy and long-range planning."
>
> "On the whole the administration has done an excellent job in safeguarding the essential interests of this campus. It could have done even better had there been more active and courageous support from the faculty."
>
> "I think the faculty should accept much more responsibility and should provide a great deal more initiative and leadership than it does. This would leave the administration free for more planning and for more effective pursuit of improvement in the budget, growth and development. The administration is often left holding the bag by the faculty."
>
> "This campus should develop unique (primarily undergraduate) techniques and programs. This should be done by long-range thinking and vigorous leadership/persuasiveness. Hopefully it can be done with the support of the faculty--but if not, it will have to be done in spite of them (or at least a majority of them). Most faculties are conservative and want mainly to be left alone. Hence the administrator cannot wait for the Academic Senate to move (it rarely does), and it must give more support to the more liberal and even radical (in an educational sense) members of the faculty, rather than appearing to be frightened of them."

A few comments were downright pessimistic, but with no suggestions for any improvement in the situation:

> "Lack of constructive leadership has nearly destroyed morale and reputation of the faculty on this campus."
>
> "This is a sinking ship. And unless the captain and officers are replaced, it is going to sink."

Several faculty members seemed to be under the mistaken impression that the general administrative area was forever growing in size while the faculty alone was bearing the brunt of budget cutbacks.

> "The current administration is vastly overstaffed and it would be wise to liquidate many of the less useful positions within the administration and turn them into faculty FTE."
>
> "Morale sinks amongst faculty when faculty positions are eliminated while new deans, administrative aides and assistants and related administrative personnel are added to the administrative roster. With few faculty and students there should be accordingly less to administer."

Actually, the number of administrative positions on this campus has been cut back in approximately the same ratio as the faculty reductions, in spite of the fact that far more vigorous accountability and reporting procedures are now required for all aspects of the university operations, giving a greatly increased administrative workload. At this campus the number of faculty positions as a percentage of the non-academic staff is slightly greater than at other campuses in the statewide university system. The Chancellor was able to persuade the central statewide administration not to reduce the number of budgeted faculty positions to the level mandated by general policy.

In a study conducted on this campus five years ago concerning faculty perceptions of their participation in university decision-making, Hubbell[14] wrote of a need for a "moratorium on fear and suspicion" (between faculty and administration). The present survey revealed a sizeable proportion of the faculty (14%) would be "very interested" in serving in an administrative capacity if the opportunity arose, either from a sense of duty or a feeling of ability. In order to avoid

as much as possible any rift between the faculty and the administration it would be helpful to be able to identify such persons and utilize this resource.

This type of survey can only provide a brief insight into the perceptions of the faculty toward the administration at this institution. If it can help in opening avenues for further communications between the various constituencies within the university it will hopefully be of some value, and the faculty member who made the following comment may become typical of the majority:

> "The problems are not the "administrations" problems, they are our problems. The question might better be "How can we help the administration solve our problems."

Appendix I

Example of the Use of Cross-tabulation Data

An example of the use of cross-tabulation data supplied by the computer program used in this survey may be shown by considering the responses to statements 10 and 12 in the questionnaire.

Statement 10 (variable 19)

> "The administration gives undue emphasis to research in the reward structure for the faculty"

Statement 12 (variable 21)

> "The proportion of monetary resources now devoted to undergraduate education is:" (too large, about right too little)

The print-out of the information contained in the responses to these two statements is in the form shown in Table XIV.

This table may be interpreted as follows:

In each box the top figure is the total number of responses which fell into that category. The next figure is the percentage of responses to the row response which also gave the column response. The third figure is percentage of responses to the column response which also gave the row response. The final figure in each box is the percentage of total responses falling within this category.

The total number of responses, and the row and column numbers and percentages, are also given.

For example, with reference to Table XIV, a total of 179 persons responded to questions 10 and 12 in the questionnaire. Considering the third box in the top row, of the 179 persons, 52 (29.2%) felt that there was too much emphasis on research and that the proportion of resources devoted to undergraduate education was too little.

Fifty-nine percent of those who perceived too much emphasis on research felt that there was too little devotion of resources to undergraduate education, and 64.5% of those who perceived too little devotion of resources to undergraduates felt that there was too much emphasis on research.

Looking at the central row and column in Table XIV, 64 persons, 35.7% of the total, felt that the emphasis on research was about right. Seventy-four persons, 41.3% of the total, felt that the proportion of resources devoted to undergraduate education was about right. Of these, 33 perceived that both the emphasis on research and the devotion of resources to undergraduates was about right.

Table XIV

Cross Tabulation Data for Variables 19 and 21

Count
Row Percentage
Column Percentage
Total Percentage

Variable 21

Variable 19	Too Large	About Right	Too Little	Row Total
Too Much Emphasis	7	30	52	88
	7.4	33.5	59.0	49.4
	27.2	40.1	64.5	
	3.7	16.6	29.2	
About Right	9	33	22	64
	13.6	52.2	34.2	35.7
	35.8	45.1	27.0	
	4.8	18.6	12.2	
Too Little Emphasis	9	11	7	27
	33.4	40.8	25.8	14.9
	37.0	14.8	8.5	
	5.0	6.1	3.9	
Column Total	24	74	81	179
	13.5	41.3	45.2	100%

This figure of 33 persons represents 52.2% of those who felt that the emphasis on research was about right (the 64), 45.1% of those who felt that the proportion of resources devoted to undergraduate education was about right (the 74), and 18.6% of the total number of persons responding to the two statements (the 174).

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